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ABSTRACT

This study evaluates the effectiveness of continued remedial problem counseling for those students in a large high school who were disciplined for serious breeches of school conduct and for those showing deteriorating behavior. After being disciplined, the offender was referred to the project counselor for intensive project counseling, lasting for two months. At the end of the school year, each student in the project and an equal number of non-project students were asked to complete a questionnaire regarding the school's disciplinary system and the counseling effort. The project students were likely to feel inadequate in interpersonal relationships yet they were found to accept personal responsibility for school problems. Following counseling the typical project student was likely to show better attitudes toward the school and discipline. Counseling was considered to be of more personal value by the student than the discipline. They appreciated, more than the control group, the help of a counselor. (KJ)

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DEVELOPMENT AND EVALUATION OF AN ENRICHED SOCIAL COUNSELING PROGRAM

Thomas E. Long
Altoona Area School District
Lincoln Building
1415 Seventh Avenue
Altoona, Pennsylvania 16603

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SUMMARY

The Problem

The problem under investigation was the evaluation of the effectiveness of continued remedial problem counseling for those students in a large comprehensive high school who were disciplined for serious breeches of school conduct, and for those whose behavior indicated a progressive, incipient deterioration.

The hypotheses being tested were that change would be observed in student attitudes toward the disciplinary process, improved student behavior, better retention rates for these students, better understanding of the student and his problems by the teacher, and a more appropriate awareness of the nature and complexity of the disciplinary process.

Methods

This project provided intensive counseling for all Level I disciplinary cases in the Altoona Area High School in the 1968-69 academic year. Level I disciplinary action, short term suspension, was administered for truancy, fighting, smoking, and various forms of general misconduct. After being disciplined the student was referred to the project counselor for intensive project counseling. This counseling included assessment of ability, achievement, and personality characteristics, remedial counseling sessions, and discussion of resource problem related literature. After two months of this type counseling the student was placed on an inactive list as far as contacts which were initiated by the counselor were concerned. The student at this time eveluated the project experience. If the student was again referred for disciplinary action the counselor took up the case the second time, and new data were collected relative to the second problem and the situations leading to it.

At the end of the school year each student in the project and an equal number of non-project students were asked to complete a questionnaire regarding the school's disciplinary system and the counseling effort. Teachers also completed a questionnaire relative to their feelings toward the disciplinary process and project activities. Additionally, a comparison of the attrition rate of project participants was made with the attrition rate of Level I cases of the previous academic year.

Findings

Project students were found to earn slightly below average scores on total personal and social adjustment scales of the California Test of Personality. The project students were likely to feel inadequate in interpersonal relationships yet they were found to accept personal responsibility for school problems. Following counseling the typical student in the project was likely to show better attitudes toward the school and the disciplinary process. Counseling was considered by these students to be of more personal value than the discipline administered by the school. Project students favored, more than the control group, the assistance of a counselor in time of trouble. Teachers and students felt that problem counseling should be offered at least at the tenth grade level or earlier.

At the end of the project, teachers were likely to favorably evaluate the project activities. They felt that it benefited the disciplinary process and its effectiveness. They felt that the project also helped the student to change his attitude, behavior, and adjustment to school. There was no significant difference found in the attrition rates of project students and those receiving Level I counseling in the previous academic year.

Implications

Results indicate that counseling of the type offered in the project might be expected to lead to improved student attitudes toward the schools disciplinary process, better student behavior and increased understanding by teachers of the student, his problem, and his involvement in the disciplinary process.

Recommendations

It is recommended that a similar study be conducted in a junior high school to see if problem counseling might be more productive at that level.

It is also recommended that a similar project be conducted at the high school level where all students who were referred by teachers would be served rather than just those requiring Level I disciplinary action.

INTRODUCTION

I. The Problem: With today's emphasis on optimum training in quality and quantity education for all, guidance efforts must be increasingly expended to attempt to salvage those students who have the ability to complete school, yet whose behavior patterns might force them to leave for persistent breeches of school conduct.

The purpose of this endeavor was to provide intensive counseling services for those students in a large comprehensive high school with its in-house Area Vocational-Technical School, who find themselves gravitating toward behavior patterns which, if continued, would lead eventually to disciplinary interruption or termination of their high school experience.

At present, the Altoona Area Senior High School employs an assistant principal whose major responsibilities lie in attendance and disciplinary matters. He is the official who coordinates all disciplinary procedures in the school. In this project he continued to provide the services of this function. Additionally, however, a certified guidance counselor assisted him in the disciplinary process. This counselor worked with each student, in individual and group conferences,after discipline was administered to help him (1) understand the local school disciplinary policy and the nature of his discrepant behavior, (2) cooperate with the disciplinarian and others associated with the problem, (3) seek an understanding of the reasons for his behavior, (4) remedy his behavior patterns, (5) understand himself, his responsibilities, and opportunities in the school enviornment, and (6) locate, use, and internalize appropriate referral literature.

The counselor also alerted and conferred with parents, teachers, clergy, counselors, psychologist, and other referral agencies as appropriate in his efforts to assist the student.

II. Objectives: The primary objectives of this endeavor were to provide and then evaluate the effectiveness of continued remedial counseling with those students who were being disciplined for serious breeches of school conduct, and to provide preventative counseling services to those whose school behavior indicated a progressive, incipient deterioration.

It was expected that significant treatment effects of the activity would be observed in (1) better student attitudes toward the disciplinary process, (2) better student behavior, (3) better retention rates of these students, and (4) increased understanding, by teachers, of the student and his problems and awareness of the nature and complexity of the disciplinary process.

It was also expected that this endeavor would greatly facilitate the existing guidance program in that it would provide a more thorough, attentive, and complete counseling relationship with those students in behavioral difficulties.

Additionally, it would assist the disciplinarian and help the disciplinary process evolve from a more purely punitive activity to one which

would be more positive--diagnostic and preventative--therapeutic and remedial--in nature.

PROCEDURES

I. Sample - This endeavor provided intensive counseling during one academic year for all students in the Altoona Area Senior High School whose school behavior necessitated Level I disciplinary action on the part of the assistant principal in charge of discipline. For the purposes of this study, Level I disciplinary action was defined to include (1) all discipline necessitated by repetitious infractions of any nature (2) truancy from class or school, and (3) any other infractions which under present school policy suggested limited or prolonged suspension.

II. Data and Analysis - Each person requiring Level I disciplinary action was disciplined by the assistant principal in a manner in accordance with local policy. The student was then referred to the counselor who through application of appropriate guidance techniques, attempted to establish rapport so that a discussion of the problem situation, its causes, and appropriate remedial activities could ensue. At this point in the process the student completed a questionnaire concerning his school problems, adjustment, and his perceptions of the disciplinary process.

The counselor maintained complete disciplinary, academic, and anecdotal records on each student. Each contact with the student was recorded. In one of the initial contacts, the counselor obtained self-estimates of the student's ability. In addition, each student was administered a California Short-Form Test of Mental Maturity and a California Test of Personality, and had the data interpreted for him, in an individual or group conference shortly after the data were available. Subsequent individual interviews were scheduled to maintain contact with the student to reinforce test information, discuss his problems, discuss the appropriateness of his achievement, and discuss his school behavior. Some of these discussions were supplemented by discussion of the SRA Guidance Series Booklets and their application to the student's problems. Several copies of each booklet were available for students to borrow and read.

When a student had not experienced a new disciplinary referral for a period of two months he was put on an inactive list as far as disciplinary counseling contacts which were initiated by the counselor were concerned. The student, however, was encouraged to consult his class counselor or the disciplinary counselor as needs arose. The term, disciplinary counselor refers here to the project counselor. It was not a term used in school practice.

At the time of placement on the inactive list the student completed a questionnaire regarding his satisfaction with school and the project counselor's activities.

If after a student was placed on the inactive list a new disciplinary referral was made for him, he was asked to complete a special questionnaire regarding his feelings toward self, and the situational factors leading to the new offense.

At the end of the school year each counselee was asked to complete a third questionnaire regarding his feelings toward attempts to assist him in recovering from discrepant behavior patterns, his feelings toward the disciplinary process, and feelings toward self.

These final questionnaire data for disciplined students were compared to the data obtained from an equated sample randomly selected from the population of students who had been referred to the disciplinarian, yet whose behavior had now been such that it required Level I disciplinary action.

At the end of the school year, all cases were evaluated to determine the relative effectiveness of the counselor's efforts. Additional evidence of change in student behavior was sought in the percentage of new referrals following counseling and in teacher's evaluations of the counseled students' social and adjustive behavior.

Evidence of better retention rates for those receiving counseling was sought in comparison of the project students retention rate with the retention rate of disciplined cases of the previous year. Little procedural variance was expected as the discipling for both years was done by the same person and no changes in policy were made.

At the end of the year, evidence of change in attitude toward the disciplinary process and feelings towards the values of project counseling on the part of teachers was sought on a questionnaire which was administered to the teachers concerned with disciplined students.

After the evaluation of data was completed, project personnel studied the findings to report local results which seem to be related to work with problem behaviored students in an experimental guidance endeavor.

RELATED LITERATURE

The literature was not particularly productive in that it yielded little in research reports relative to counseling school disciplinary problems. The review, however, located several accounts relative to the place and need of counseling in disciplinary activities.

Regarding information related to personality problems and learning, and assuming that learning also refers to the process of internalizing and applying understandings of accepted social behavior, it is noted that Wagman (9:383) states:

> Previous research has indicated that personality maladjustment is likely to be associated with academic difficulties and in partic-

ular with discrepancies between actual academic performance and academic ability or potential. Some of the research has suggested that difficulties with authority figures, parents, and teachers, are particularly involved.

Dolan (2:914) states that:

> From experience and investigation, we know that the emotional state of an individual has as much influence on learning efficiency as have the mechanical processes involved.

He concludes that the learning process can be limited by attitudes toward it which can be favorably altered by effective counseling.

Hinkelman (4:532) found that the favorable development of the personality traits of "objectivity", "composure", and "self-mastery" would facilitate the learning process.

In considering the counselor's role in mediating the disciplinary situation it is noted that Wright (11:182) feels that no problem of discipline is solved until attempts are made to discover the cause and remedial efforts are expended to correct it.

Beck (1:147) states that "a reasoning organism can come to know these ways (approved ways)* of behaving and will accept them it he is freed from the 'barriers' to seeing them objectively."

Miller (8:15) states that:

> Still another source of confusion is that of indentifying guidance with discipline... It need scarcely be said that discipline need not imply anything vindictive or punitive; perhaps control is a better word... But to fail to distinguish the different functions of guidance and control is to prepare the way for those impossible situations in which guidance efforts are hamstrung by foisting onto counselors control functions which are properly administrative in nature.

McKinney (7:518) feels that misbehavior often arises because the individual is not satisfying his needs in more effective ways, and sometimes as the result of accumulated failures and frustrations. He feels that although an offender may be punished, the immediate satisfaction is more vivid than the penalty, therefore the penalty alone does not lead to improvement in behavior.

McKinney (7:512) also states:

> There seems to be general agreement that the counselor

* Parenthetical notation of principal investigator

cannot maintain a counseling relationship with a client and also have authority over him. Counseling, which involves a secure nonpunishing environment in which the individual can face himself openly, and an authoritative situation, which produces defensive attitudes are quite opposite in effect. Effective counselor relationship is an understanding, accepting, nonpunishing, and nonjudgemental one. The counselor does not, to be sure, fail to realize that destructive behavior must be deterred and that effective discipline is necessary for personal growth. Ultimately indeed, the counselor and the disciplinarian, (if he is more than a flogging master), are interested in the same goal -- both hope the student will take responsibility for himself and guide his behavior toward the goals of good citizenship.

Feingold (3:542) feels that disciplinary problems are a challenge to the counseling profession. He asks for thoughtful diagnosis, rehabilitative counseling, and environmental changes, instead of punitive actions for truancy, insolence to teachers, cheating, etc.

Williamson (10:75) writes that:

> It is to discover the correctible causes of misbehavior that I believe discipline must be infused with counseling. Discipline as punishment is not corrective of misbehavior unless it is part or a consequence of a counseling relationship. Alone, punishment is repressive and growth arresting. With counseling it can become educative, corrective, and growth producing...
>
> It seems to me that, in addition to the consultant role, there are three other functions that counselors properly have in disciplinary situations, first, counseling as active rehabilitation of misbehaving offenders; second, the prevention of misbehavior through counseling to achieve normal development of inner control of self; and, finally, counseling as a way of aiding students to perceive and to accept that external authority which influences inner development and modifies unbridled individualism.

Jones (6:18) indicates that:

> . . . it can be seen that the counselor may have a definite responsibility in cases of discipline and may be able to make a real contribution to the student to understand and modify his antisocial behavior. In summary, guidance and discipline are closely related, and the counselor's role, even though it does not involve the administering of punishment, is both clear and unique.

Regarding the occasional spontaneity of discrepant behavior situations and the need for preventive counseling, Jones (6:17) had this to say:

> By far the most effective discipline is that which operates before the crises occurs and helps the student to understand and accept the type of behavior that is demanded by the school. . . This type of discipline is not always possible, however, because one cannot always foresee the approaching crisis. Furthermore, not every crisis can be prevented. When a crisis does come, the student is in dire need of help, and the counselor has a clear responsibility to give him help.

In summary, it is noted that Hutson (5:591) states that there are no scientific studies from which to form a basis in counseling disciplinary problem cases. It is observed, however, that most writers feel the need for counseling in the disciplinary arena. They feel, too, that in counseling behavior problems, it is the counselor's responsibility to guide the student toward disciplining himself, not to force conformity upon him.

This project therefore was unique in the Altoona Area School system and seems to be unique elsewhere as no evidence of similar experiments was found. This apparent uniqueness is suggested in that, in this endeavor, intensive guidance efforts, including inventorial, informational, and counseling services, were provided to those students in disciplinary situations.

FINDINGS

Characteristics of the project population - The following general characteristics describe the 67 students in the population who were referred to the project counselor. Their average age was 16 years at the time of original referral. Thirty-two were high school juniors, 25 were sophomores, and 10 were seniors. Thirty-one were vocational and 36 were academic students. Sixteen were females and 51 were males. After original referral counseling only 3 were later re-referred for further disciplinary action which enabled further counseling to be offered. Seven others were again referred for disciplinary action and counseling but they terminated their education for the year at that time.

Student perceptions of school problems, adjustment, and the disciplinary process - In initial counseling contacts with the student the counselor attempted to establish rapport and learn of the student's perception of school problems, adjustment, and the disciplinary process. An open ended questionnaire was used to gather these data and provide points for discussion in the original sessions. Efforts were expended to make the students realize that project counseling, though related, was not part of the disciplinary process itself.

The initial discussions and data collections indicated that these students were generally troubled with student-teacher relationships, understanding other people, teacher expectations, rules of conduct, and problems related to truancy.

Relative to school adjustment, it was noted that most students felt that getting an education was important, and that this was the major purpose of the high school experience. There was, among these students, however, some ambivalence of feeling toward the faculty, yet they felt that it would probably be due to their own poor attitudes, actions, laziness, and misunderstandings if teachers didn't care for them. Peer relationships were felt to be satisfactory by these students. Those who preferred non-school friends to classmates were likely to do so because they felt that they had more in common, were around them more, and were independent of the school. All students, however, indicated that they had at least a few class friends in school.

Those who felt that they had aggrevated people indicated that they seemed to do it most by teasing, talking back, horseplay, and acting immaturely. In these actions they felt that they were misunderstood--they felt that they were not intentionally trying to irritate other people.

These students generally perceived authority figures favorably with some few exceptions. No student was found to be resistant to all authority figures.

All school subject offerings were considered by at least some students to be a waste of time. All school rules were challenged somewhat but no drastic or practical suggestions were offered as to how to modify them. In response to the item which questioned what might lead these students into further school trouble, it was indicated that if it happened they felt that their personal attitudes and behavior were likely to be responsible.

Relative to the disciplinary process itself, most students felt that it was generally needed and appropriate. Some students felt that they misunderstood it. They challenged its strictness and questioned its application. Some few felt that there was unequal application of discipline. The students generally reported their parents as favoring the present system.

There were differences noted in reaction to the disciplinary process between those referred for smoking as opposed to those referred for truancy, fighting, etc. Smokers, as a group, felt that no real offense was committed and that the school had no right to discipline for this act. Others were more acceptant of the disciplinary mandates. For more detailed student comments see a copy of the original questionnaire and typical responses in Appendix A, page 30.

Measured and self-estimated intelligence of the project population - In one of the early sessions each student was tested with the California Short Form Test of Mental Maturity, secondary level, to determine his ability level. This score was compared in a later counseling session to the student's self-estimated ability score. The mean Total IQ of the project participants was 96 - 40th percentile. The mean Language IQ was 94 - 37th percentile, and the mean Non Language IQ was 97 - 44th percentile. The average person in the project estimated his overall ability (Total IQ) to fall at the 57th percentile. See perceptionnaire in Appendix A page 32. Seventy-three per cent estimated their ability to be at the 50th percentile or above, and a full 76 per cent overestimated their ability. This population tended to be over-perceivers.

Standardized personality test data - The summary data relative to the California Test of Personality which was given to all students in the project is interesting. For analysis purposes the students were grouped on the basis of conduct events which led to the disciplinary referral. These event groups include truancy from school, smoking, fighting, and general misconduct which included back talking, refusal to follow directions, shooting firecrackers in school, forging school passes, etc. The number in each group was as follows; Truancy 19, Smoking 23, Misconduct 11, and Fighting 8 for a total of 61. The total does not equal 67 as some students didn't complete this test due to scheduled activities and the lack of time at the end of the school year.

The California Test of Personality measures personal adjustment which comprises the following scales: self reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. It also measures social adjustment with the following scales: social standards, social skills, anti-social tendencies, family relations, school relations, and community relations. A description of the scales on the test will be found in Appendix B, page 41.

Analysis of these data showed members of the smoking group possessing the greatest self reliance. They felt that their personal freedom was challenged and showed anti-social tendencies which may include nonconforming behavior. See Table I. In contacts with the counselor these students made it evident that they knew they had broken a rule but questioned the importance of discipline for infractions of this type.

TABLE I

MEAN PERCENTILES FROM THE CALIFORNIA TEST OF PERSONALITY FOR VARIOUS COUNSELED GROUPS AND THE TOTAL PROJECT POPULATION

	Trait \ Group	Truant N=19	Smoking N=23	Misconduct N=11	Fighters N=8	Total Project Population N=61
Personal Adjustment	Self Reliance	54	66	45	65	58
	Personal Worth	56	47	26	46	46
	Personal Freedom	36	28	29	26	35
	Belonging	47	43	27	43	41
	Withdrawal Tendencies	37	40	35	30	37
	Nervous Symptoms	38	41	29	38	38
	Total-Personal Adjustment	40	42	24	35	37
Social Adjustment	Social Standards	58	44	33	38	43
	Social Skills	57	54	36	33	49
	Anti-Social Tendencies	28	26	15	26	25
	Family Relations	39	33	23	31	33
	School Relations	28	43	26	24	34
	Community Relations	38	38	21	51	34
	Total-Social Adjustment	33	31	16	24	27

The misconduct group, the most heterogeneously formed and generally uncooperative group, evidenced the most consistent cluster of low personality traits of all. They considered their personal worth low. They didn't feel that they belonged and their freedom was threatened. They were found to be extremely anti-social by test. General school observations and behavior anecdotes seemed to support this test finding. Then too, their home, school, and community relationship scores were low for this group.

The group disciplined for fighting, the smallest group, showed average or above self reliance, personal worth, and community relations scores. They were well below average in withdrawing tendencies, personal freedom, anti-social tendencies and school relations. Even though their test scores showed anti-social tendencies, the project counselor would describe these students as being more passive than agressive, even less agressive than some members of other groups, yet their project involving behavior event was the most overtly aggressive type studied.

In scanning the total population means, see Table I , it is noted that the group as a whole were above average in self reliance and rather normal in sense of personal worth, personal freedom, social standards and skills. They were extremely low in anti-social tendencies. The personal adjustment total percentile of 37, and 27 in social adjustment shows the project group to be below average when compared to the norming sample.

Teacher opinions regarding project participants at the time of original disciplinary action - At the time of original involvement each teacher who had any project student in class was asked to rate that student on certain dimensions. There were 271 teacher ratings on the 67 project students. Analysis of all these evaluations indicates that 5 per cent of the teachers indicated that they felt that these students resented orders and requests. See Table II. Twenty five per cent felt that they accepted them with resistance, 56 per cent felt that they accepted them reasonably well, and 14 per cent felt that students always cooperated well.

Regarding the students' willingness to accept and learn necessary material, see Table III, 14 per cent of the teachers described the students as resisting learning, 31 per cent felt that they accepted materials only under pressure, 24 per cent thought that students accepted if the advantages were seen, and 32 per cent thought that the project students willingly accepted material. Less than one per cent of the teacher responses indicated that project students were likely to seek additional materials.

In class conduct, see Table IV, 7 per cent of the teachers felt that project students openly misbehaved and caused disturbances, 21 per cent felt that project students were reluctant to abide by classroom rules, 51 per cent felt that the students were ordinarily well behaved, and 20 per cent felt that they were always well behaved. Less than one per cent of the teachers described these students as being students who stimulated ideal behavior.

TABLE II

PERCENTAGE OF TEACHERS DESCRIBING STUDENT
WILLINGNESS TO CARRY OUT ORDERS AND REQUESTS

5%	Resents
25%	Accepts With Resistance
56%	Appears to Accept Reasonably Well
14%	Understands and Cooperates Well

TABLE III

PERCENTAGE OF TEACHERS DESCRIBING STUDENT
WILLINGNESS TO ACCEPT AND LEARN NECESSARY MATERIALS

14%	Resists Learning
31%	Accepts Material Under Pressure
24%	Accepts Materials if They See Advantages
31%	Willingly Accepts Materials
.7%	Seeks Additional Materials

TABLE IV

PERCENTAGE OF TEACHERS DESCRIBING STUDENTS'
CLASS ACTIONS AND CONDUCT

7%	Openly Misbehaves and Causes Disturbances
21%	Student Reluctant to Follow Classroom Roles
51%	Ordinarily Well Behaved
20%	Always Well Behaved
.7%	Stimulates Class Toward Ideal Behavior

Student feelings toward school and the project counselor after counseling - Following original referral and data collection the counselor worked intensely with each student for a period of two months. At the end of this two month period the student was placed on an inactive list as far as contacts which were originated by the counselor were concerned. At the time of placement on the inactive list the student was asked to complete a questionnaire describing his satisfaction with school and the counselor's activities. Analysis of responses to this instrument, see Table V, indicated that 85 per cent of the students felt that the school had done its best to help them get an education. No one felt the opposite but 15 per cent were undecided. Eighty-two per cent of the students after counseling felt that the opportunity to talk things over with the counselor helped them perceive school in a different light. Thirteen per cent were undecided. Those who disagreed were made up of truancy and smoking problems who generally felt that their outlook on school was appropriate before being disciplined.

Sixty-two per cent of the population felt that the special counseling helped them remain in school and continue to work for a diploma. Again the smoking group was different in that these students had no intention of and generally didn't consider terminating their education.

Fifty-four per cent of the students felt that their talks with the counselor would help them get more out of school. Sixteen per cent disagreed. Eight out of 10 students felt that their talks with the counselor were more beneficial than the discipline administered by the school. Only 2 per cent disagreed with this item. These 2 per cent were all smokers. Half of the students felt that they had a better chance of earning a diploma following counseling than they had before. About a third disagreed.

Almost 3 out of 10 students admitted that they still do the same thing they were disciplined for. In the smoking group nearly 50 per cent persisted in this behavior. Sixty-one per cent felt that they could plan their future better since counseling. Only 6 per cent disagreed. Nearly 6 out of 10 felt that problem counseling earlier in their school careers would have helped them better their school work. Moreover, 53 per cent of the group on going on the inactive list felt that they expected to improve their grades because of the counselor's efforts, and 55 per cent felt that they desired a high school education more now than they did before problem counseling.

Eighty-eight per cent of the group agreed that the counselor was truly interested in them and their problems. No one in the group felt that he was not. Eighty-seven per cent felt that the counselor encouraged them to talk about their concerns, and 4 out of 5 stated that he helped them see things in a new light.

Although there were more juniors represented in the study than any other class, the grade most often selected as the one when problem counseling would be most effective was tenth grade. In fact, 91 per cent of the group selected tenth grade or lower as most optimum.

TABLE V

PERCENTAGES OF STUDENT RESPONSES TO QUESTIONNAIRE IA
AT TIME OF PLACEMENT ON THE INACTIVE LIST

	% Agree	%Undecided	% Disagree
1. The school has done its' best to help me get an education.	85	15	0
2. Talking things over with the counselor has helped me look at school in a different light.	82	13	5
3. I think the special counseling program has helped me to stay in school and continue to work for a diploma.	62	11	27
4. I think I will get more out of school now that I have talked with the counselor about my problems.	54	30	16
5. Talking with the counselor was personally more beneficial than the discipline given by the school.	80	18	2
6. I think I have a better chance of earning a diploma now than I did before counseling.	50	16	34
7. I still do the same thing I was disciplined for.	29	16	55
8. I think I can plan my future better since counseling.	61	33	6
9. I feel that if I had had problem counseling previously my school work would have been better.	56	28	16
10. I expect my grades to improve because of the counselor's efforts in working with me.	53	21	26
11. I think I want a high school education more now than I did before problem counseling sessions.	55	17	28
12. The counselor was truly interested in me and my problems.	88	12	0
13. The counselor encouraged me to talk about my concerns.	87	11	2
14. He helped me see things in a new light.	80	16	4

The students thought the school could most help them by providing someone for the students to talk to and help them with their individual problems. They also thought the school should do more to encourage better conduct and further education, and that it should do something to improve its teaching-learning conditions. They felt that school counselors should talk things over with the students, strive to meet individual needs, and help them solve their problems. At the time of placement on the inactive list the majority of students indicated that their parents were satisfied with the counseling they had received.

Questionnaire data at time of second referral - The number of students who were exposed to counseling on a second referral is low. Even though the number is small the data are interesting. Of the three students referred the second time for problem counseling, all three indicated that it was their own fault that they got into trouble again. Two out of the three felt that there was no relationship between their first and second disciplinary episodes, that they would not have gotten into trouble again if they had been doing better in school work, and that behavior and achievement in school are related. All of those second referrals felt that they do sometimes get into trouble just by clowning, that they could avoid getting into trouble if they really tried, and that they could change their behavior anytime they wish.

One of the students felt that she was a little different from the typical Altoona Area High School student. Two felt that it was hard to stay out of trouble in school, and they were not sure that it wasn't fun to be in trouble, and that they misbehave sometimes to tease teachers, principals, etc. All felt that their behavior was one way in which they expressed how they felt. Two indicated that they cared what other people thought of them and one was undecided. Two felt that they let others down by getting into trouble again, and that getting into trouble again bothered these students. None of them considered himself a failure. All of them indicated that they didn't know if they were average or not in intelligence. Two felt that they were capable of being good students yet they felt that they were not presently good students. All of them indicated that they felt that they could be very nasty if they chose to. All felt that they seem to be in trouble all of the time and two felt that they seem to be in trouble everywhere i.e. home, school, with friends, etc. None of them felt that they really understood how they get into trouble and they don't know why they behave as they do. All of these students felt that people did not understand them. All wished that other people would try to understand them better and they wished that they could understand themselves better. They all felt that they were misunderstood by their parents, 2 felt that teachers didn't understand them, and 1 felt misunderstood by his friends.

Data from the Final Questionnaire given to the project group and an equal number of disciplined students who were not suspended and counseled - At the end of the school year when the final questionnaire was administered, it was given to each individual in the project and an equal number of students who had been disciplined during the year but who had not been suspended or exposed to project counseling. Analysis of data showed the project group to be generally more favorably disposed toward the school, the counselor, and the disciplinary process, see Table VI. More specifically,

TABLE VI

PERCENTAGES OF PROJECT AND CONTROL GROUP RESPONSES TO ITEMS ON THE FINAL QUESTIONNAIRE

		Project		Control	
		Yes	No	Yes	No
1.	Do you feel that many school employees try to help students avoid trouble in school?	85	15	51	49
2.	Do you feel that any school employees try to help students avoid trouble in school?	92	8	74	26
3.	Do you think the rules for students in the Altoona Area High School are outdated?	55	45	73	27
4.	Do you think that most students in the Altoona Area High School know what the actual school rules are?	53	47	46	54
5.	Are the rules for the Altoona student body appropriate for present day standards?	44	56	32	68
6.	Do you think that clearer explanations of "do's" and "don'ts" are needed in the Altoona Area High School?	52	48	49	51
7.	Do you feel that every student is treated equally under the present disciplinary system?	61	39	32	68
8.	Do you feel that sterner disciplinary measures would make our school a better school?	33	67	21	79
9.	Do you feel that discipline is administered fairly in our high school?	65	35	37	63
10.	Do you feel that too many students get away with breaking school rules under the present system?	57	43	54	46
11.	Do you feel that discipline should be more rigidly enforced in the Altoona Area High School?	30	70	26	74
12.	Do you think that a strong disciplinary system alone can stop students from breaking school rules?	20	80	19	81
13.	Does the fear of disciplinary action help you avoid getting into trouble in school?	57	43	46	54
14.	Do you feel that students who are in trouble in school need intensive counseling relative to their problems?	87	13	54	46
15.	Do you feel that students should be disciplined for breaking school rules relative to smoking?	47	53	44	56

continued

TABLE VI (continued)

		Project		Control	
		Yes	No	Yes	No
16.	Do you feel that schools should prohibit smoking in and around school?	30	70	39	61
17.	If you were ever in trouble in high school, did you feel that any people were available to help you if you wanted help?	85	15	54	46
18.	Do you think that school officials expect students to behave and not need anyone with whom to talk over behavioral problems?	30	70	46	54
19.	Do you feel that students really need counseling when they are in trouble?	75	25	74	26
20.	Do you feel that school counselors are available for all students to talk with about any subject?	83	17	57	43
21.	Do you feel that more should be done in the Altoona Area High School to help those students who continually find themselves in trouble?	87	13	66	34
22.	Do you feel that teachers are more helpful than guidance counselors are just, "to talk to"?	17	83	45	55
23.	Do you feel that counselors are the persons who administer the disciplinary program in school?	19	81	30	70
24.	Does the school provide anyone for students to talk to when they have behavior problems?	85	15	57	43
25.	If there were problems you wished to talk over in school is there a definite person to whom you would go?	87	13	58	42
26.	Do you feel that there was always someone available in the high school to talk to if you had problems to talk over?	87	13	48	52
27.	Do you feel there is someone in school who could really help you regardless of the kind of problems or trouble involved?	80	20	55	45

85 per cent of the project group felt that many school employees tried to help students stay out of trouble as opposed to only 51 per cent of the control group. When asked if any school employees tried the respective percentages rose to 92 and 74 per cent. Eighty-seven per cent project and 66 per cent control students felt that more should be done in school to help those students who continually find themselves in trouble. Twenty-three per cent of control and 55 per cent of the project students felt that the rules in the school were outdated. About half of both the project and control students felt that most students in the school knew what the rules were. About 6 out of 10 project and only 3 out of 10 control students felt that the present disciplinary system treated everyone equally. Moreover, 65 per cent project and 37 per cent of the control students felt that discipline was administered fairly. Not many in either group, 33 per cent project, 21 per cent control, felt that sterner disciplinary measures would make the school a better school.

The groups were about the same in feeling that too many students get away with breaking school rules, 57% project - 54% control, feeling that discipline should be more rigidly enforced, 30% project - 26% control, and in feeling that a strong disciplinary system alone can stop students from breaking school rules - 20% project - 19% control. About half of each group felt that the fear of disciplinary action helped them avoid getting into trouble in school. Eighty-seven per cent project and 54 per cent control students felt that students in trouble need intensive counseling relative to their problems. Three out of 4 students in both groups felt that students need counseling when they are in trouble. Only a little over 4 out of 10 students in each group felt that a student should be disciplined for smoking in school, and only about a third felt that schools should prohibit smoking in and around schools. Nearly half of the control group felt that school officials expect students to behave and not need anyone with whom to talk over behavior problems. Less than a third of the project students felt this way. Eighty-three per cent of the project group as opposed to 57 per cent of the control group felt that school counselors are available for all students to talk with about any problem. Moreover, 45 per cent of the controls and only 17 per cent of the project group felt that teachers were more helpful than counselors to "just talk to". Surprisingly, 19 per cent of the project group still felt that the counselors are the persons who administer the disciplinary program in the school. Thirty per cent of the controls held this view. Eighty-five per cent project and 57 per cent control students felt that the school did provide someone for them to talk to when they had behavior problems. Eighty-seven per cent project and 58 per cent controls indicated that there was a definite person they would see. Finally, 80 per cent of the project group as opposed to 55 per cent of the controls felt that there was someone in school who could help them regardless of the problem or trouble involved.

Data from Final Questionnaire given to teachers - On the final questionnaire which was administered to teachers who had students in class who were in the study it was noted that they generally favored the counseling endeavor which was provided in the project, see Table VII. On each item concerning the student's benefit from the project and his acceptance of more appropriate school behavior, 75 per cent or more of the teachers indicated that beneficial change had been observed. Approximately 35 per

TABLE VII

RESPONSES OF TEACHERS WHO HAD STUDENTS IN THE PROJECT TO ITEMS ON THE FINAL QUESTIONNAIRE

		%Yes	%No
1.	Do you feel that this project, which had a counselor working only with a referred group of disciplinary cases, was beneficial to these students?	75	25
2.	Do you feel that project activities supplied you with any information of value?	35	65
3.	Do you feel that the teacher should have been consulted more often concerning certain students?	76	24
4.	Do you feel that you have received any information about a student which was beneficial to you in bettering your relationship with the student?	34	66
5.	Did you feel free to ask Mr. Wood for information about a student?	38	12
6.	Do you feel that the counselor (Mr. Wood) was interested in the student?	100	0
7.	Do you feel that the counselor cooperated with you to your satisfaction?	78	22
8.	From what you know of the project--do you feel it was of any benefit to the students involved?	82	18
9.	Was the project of any benefit to the teachers involved?	54	46
10.	Do you feel that the project did anything to improve the student-teacher understanding?	57	43
11.	Do you feel that it would be more beneficial for a discipline counselor to work with all teacher referrals rather than with suspended students only?	91	9
12.	Do you feel that some of the students involved in the project were beyond the stage where effective counseling might be done?	58	42
13.	Do you feel that some of these students would not be in difficulty today if they had been worked with more intensely earlier in their school career?	92	8
14.	Do you feel that the high school disciplinary system has done its best to maintain appropriate behavior?	33	67
15.	Do you feel that a school system with its present programs is capable of meeting the needs of all of its entering students?	25	75
16.	Do you think that all potential dropouts can be saved?	2	98
17.	Do you feel that this project has been effective in helping students accept more appropriate school behavior standards?	77	23
18.	Do you think that the project was of any benefit to the disciplinary process?	74	26
19.	Do you feel that project activities did anything to improve the effectiveness of the disciplinary treatment of students?	69	31
20.	Do you feel that project activities did anything to improve the disciplinary process itself?	62	38

cent of the teachers felt that they received information of value and information which was beneficial in bettering their relationship with the students. About ½ of them said that the project helped them improve the student-teacher understanding. Three out of 4 teachers felt that they should have been consulted more often concerning certain students. About 7 out of 10 were in agreement that the project was of benefit to the disciplinary process and helped improve the effectiveness of the disciplinary treatment of students. Two-thirds of the teachers felt that the high school disciplinary system had not done its' best in maintaining appropriate behavior. Nine out of 10 teachers felt that project students would not have been in difficulty if they had been worked with more intensely earlier in their school careers. This number also felt that it would have been more beneficial for the project counselor to work with all teacher referrals rather than suspended students only. About 6 out of 10 felt that some of the students in the project were beyond the stage where effective counseling might be done, and only 1 in 4 felt that the school system with its present programs is capable of meeting the needs of all its entering students. Ninety-eight per cent of the teachers felt that all potential dropouts can't be saved. One hundred per cent of the teachers felt that the project counselor was truly interested in the students. Eighty-eight per cent felt free to ask him for information about the student and 78 per cent felt that he cooperated with them to their satisfaction.

Regarding the teachers' past project evaluation of their experience with students in the project, most teachers comments indicated that changes had taken place in students behavior, attitudes, etc. since original evaluation. Seventy-six per cent indicated that the special project attention extended to these students had a noticeable effect on some of their classroom behaviors, see Table VIII. Seventy-one per cent felt that the counseling brought about improved attitudes toward subjects. Seventy-four per cent felt that counseling brought about a better degree of student cooperation with the teacher, and almost 8 out of 10 felt that it helped the students make better adjustments to school. Three out of 4 teachers felt that counseling helped these students work more effectively and helped them become more cooperative with others.

Most teachers indicated that they would have appreciated more teacher-counselor contact and in being supplied with more information about the students being counseled and progress which was made. It is important to note here that many teachers lacked information about the student's project involving behavior incident simply because it occurred elsewhere in the school and was not evidenced in their classroom.

Retention rate of project participants - The retention rate of students in the project was 10.4 per cent that is of the 67 students involved, 7 dropped out of school before the end of the year. In similar analysis of data for the academic year 1967-68 the 131 students who were disciplined in a non-project related endeavor showed a loss of 10 students for a attrition rate of 7.6 per cent.

TABLE VIII

PERCENTAGE OF TEACHER RESPONSES ON FINAL QUESTIONNAIRE TO ITEMS CONCERNING THE PROJECT STUDENTS' SCHOOL EXPERIENCE AS A RESULT OF PROJECT ATTENTION

	Yes with all of them %	Yes with most of them %	Yes with some of them %	No %
1. Would you say that the special attention extended to these students had a noticeable effect on their classroom behavior?	13	22	41	24
2. Do you feel that the increased counseling given these students brought about improved attitudes toward the teacher?	9	32	30	29
3. Do you feel that the extra counseling brought about improved attitudes toward subjects?	6	14	49	31
4. Do you feel that the extra counseling brought about a better degree of student cooperation with you?	11	24	39	26
5. Do you feel that the project counseling has helped these students make better adjustments to school?	17	18	43	22
6. Do you feel that counseling has helped these students work more effectively with classmates?	10	19	46	25
7. Do you feel that counseling has helped these students become more cooperative with others?	10	18	45	27

CONCLUSIONS

Analysis of project data concerning problem behaviored high school students led to the following conclusions:

1. During the project year the students in the Altoona Area High School who warranted Level I disciplinary action, as defined in the project, showed little but no significant deviation from the total school population in mental ability.

2. Project students were likely to be over-perceivers in estimating their ability levels.

3. Males were three times as likely as females to require Level I disciplinary action in school.

4. Although some between group variation was evident, project students were likely to exhibit below average scores on the standardized personality test, especially on the total personal and social adjustment scores.

5. At the time of original involvement, the typical project student was likely to feel somewhat inadequate in personal relationships and in adjusting to and satisfying school expectations.

6. The typical project student was likely to be totally aware of the value of a high school education and the need for a disciplinary system in school.

7. Project students were likely to be frank in accepting personal responsibilities for their troubles, but felt misunderstood by school personnel at times.

8. Project counseling determined apparent differences in attitudes toward the acceptance of and reaction to discipline between smokers and all other project participants.

9. Teachers who had students in the project were likely to report favorable attitude changes toward the teacher and the subject by students following counseling.

10. The typical student in the project following counseling, with the possible exception of smokers, was likely to show more positive feelings toward the school and the disciplinary process.

11. Project counseling was perceived by the students as being of greater personal benefit than the discipline administered by the school.

12. The typical teacher and student involved in the project was likely to indicate that problem counseling should initially be offered at least by the tenth grade.

13. Project students when compared to the control group were more favorably disposed toward the services offered and need for a counselor in problem situations.

14. Project students were less critical of the school services and rules than the control group.

15. All students were likely to feel that sterner discipline would not make the school better and that school smoking rules were inappropriate.

16. At the termination of the project, teachers were found to favorably evaluate the project counseling offered, in that they felt that it benefited the disciplinary process and its effectiveness, and had a beneficial effect on students.

17. The typical teacher was prone to report that he felt that the disciplinary system had not done its best to maintain appropriate school behavior, and that all potential drop outs can't be saved.

18. The typical teacher felt that he received information which enabled him to better his teacher-student relationship and that the student's attitude, behavior, cooperation, and adjustment was likely to improve because of project counseling.

19. The project population showed no significant difference in attrition rate when compared to the attrition rate of Level I cases in the previous academic year.

Implications

The results of this study seem to indicate that counseling of this type might be expected to produce somewhat better student attitudes toward the school's disciplinary process, better student behavior, and increased understanding by teachers of the student, his problems, and his involvement in the disciplinary process.

Recommendations

It is recommended that a similar study be conducted in a junior high school to see if problem counseling might be more productive at that level.

It is also recommended that a similar project be conducted at the high school level where all students who were referred by teachers would be served rather than just those requiring Level I disciplinary action.

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INITIAL QUESTIONNAIRE AND TYPICAL STUDENTS'
PERCEPTIONS OF PERSONAL SCHOOL PROBLEMS,
SCHOOL ADJUSTMENT AND THE DISCIPLINARY PROCESS

COMPLETE EACH STATEMENT BELOW EXPRESSING YOUR FEELINGS AND OPINIONS

1. The purpose of high school is. . . . . .
   To get an education
   To get a good job
2. The most difficult part of school is . . . . . .
   Too many hours in school
   Some subjects questionable
3. If I didn't care about getting a high school education, it would be because . . . . . .
   Problems at home
   School too restricting
4. The thing I don't understand about the disciplinary process is .
   Too strict
   I do understand
5. I think the students in the Altoona Area High School are . . . .
   Nice
   All different
6. My parents feel school is . . . . . .
   Needed
   Very important
7. The ways in which the school expects too much of me are . . . . .
   It doesn't
   Expect me to be perfect
8. My idea of fairness in discipline is . . . . . .
   Listen to the student's side also
   Equal punishment
9. My feelings concerning the faculty of the Altoona Area High School are . . . . . .
   Nice
   Like most of them
10. My parents feel that the discipline in the Altoona Area High School is . . . . . .
   Good
   Fair
11. If some of my teachers do not like me, it might be because . . . . .
   They don't understand me
   Poor attitude and lazy
12. The things I don't like about school are . . . . . .
   Homework
   Some teachers
13. If I like my non-school friends better than my classmates, it is because . . . . . .
   More in common and they are on their own
   Like school friends better
14. I feel discipline in the Altoona Area High School is . . . . . .
   OK
   Ridiculous

15. If I aggrevate people, I seem to do it most often by . . . . . .
    Teasing and messing around
    Not paying attention
16. I feel that the rules in the Altoona Area High School are . . . . .
    OK
    I don't really know them
17. If I had to select subjects which I considered a waste of time they would be . . . . . .
    All academic areas were mentioned
18. My classmates misunderstand me at times because . . . . . .
    Of the things I do and say
    It's hard for me to express my feelings
19. I have been disciplined in school because . . . . . .
    Responses varied according to reason for being disciplined
20. I feel that people with authority are . . . . . .
    Some unfair and use their authority too much
    Fairly nice and should be respected
21. The things that my friends and I have in common are . . . . . .
    Things we do and say
    Having fun
22. The school rules which I feel should be changed are . . . . . .
    Students allowed to dress as they wish
    Free lunch period and smoking area
23. I can get along as well without a high school diploma because . . .
    I can't
    I will join service
24. If it had to be, I feel that discipline should be stern because . .
    To keep order
    To help students
25. If I get into more serious trouble in school, it will probably be because . . . . . .
    I don't care and I want to
    I want to quit school
26. The things I would like to see changed in the school's disciplinary process are . . . . . .
    Nothing
    No suspensions or mandatory attendance
27. At the present my feelings about school are . . . . . .
    Enjoy it and feel I need a good education
    Don't like it
28. The number of close friends I have in school is . . . . . .
    Response varied but most indicated a great number of friends
29. If I were to quit school it would be because of . . . . . .
    Family or financial problems
    Like to be on my own
30. I need a high school diploma because . . . . . .
    To get a job and amount to something
31. If I were in charge of the school's disciplinary process the things I would do to make it better are . . . . . .
    Listen more to students but no drastic change
32. If I could make changes in the Altoona Area High School they would be
    Smoking rules and free lunch period

PERCEPTIONNAIRE

Student's name

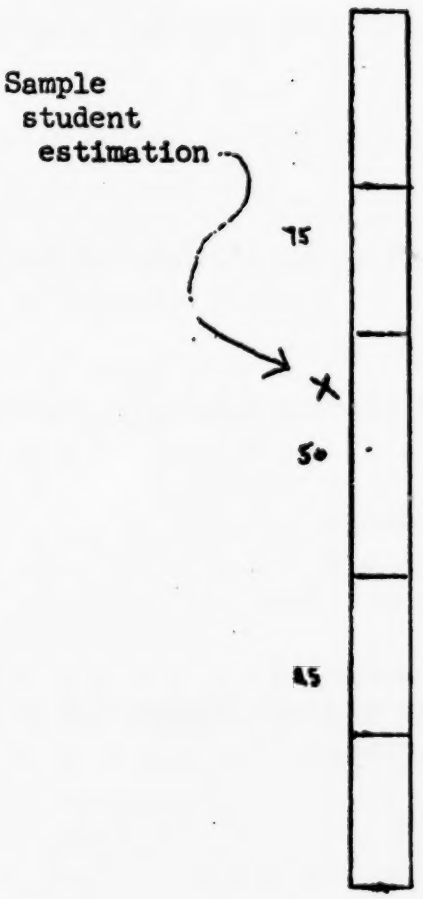
DIRECTIONS

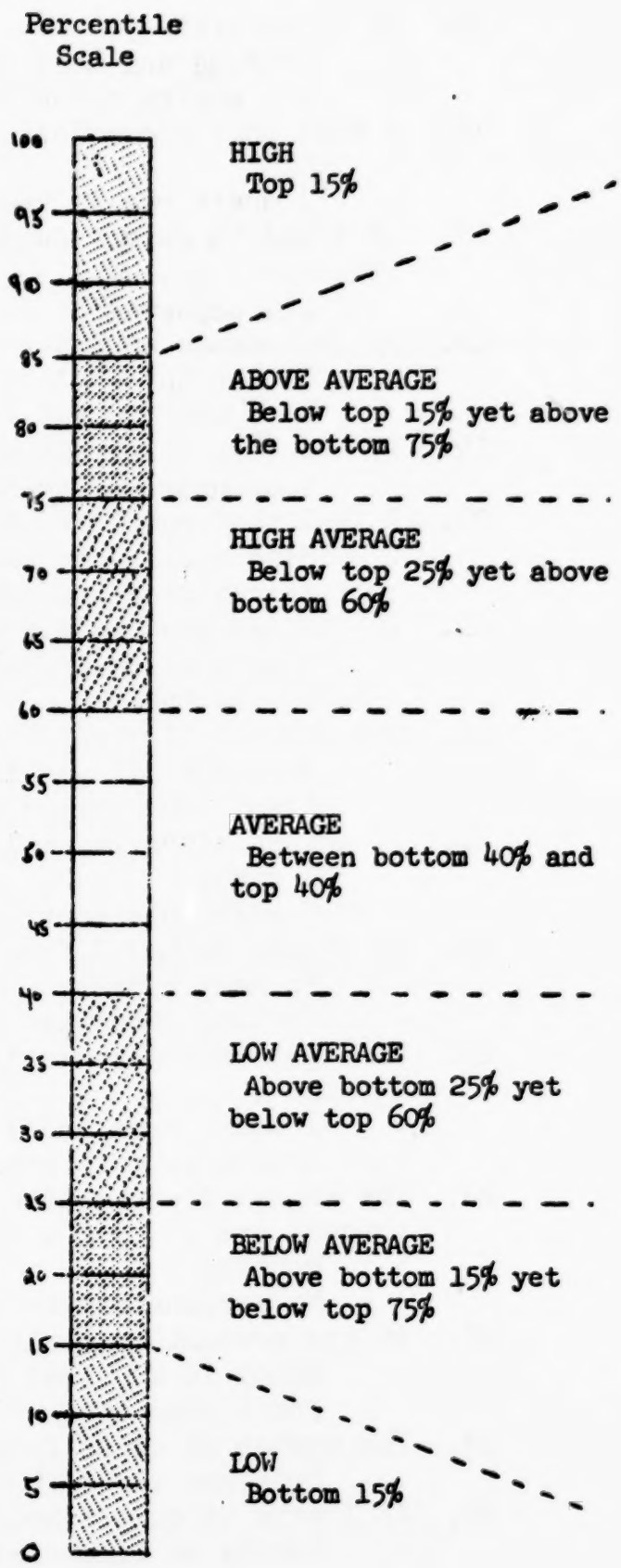
Please place an (X) at the point on the percentile scale on the right where you would estimate your general intelligence (IQ) to lie in relation to the general intelligence of all other students

Think a moment.....try to be as accurate as possible. No one will see your estimation except your counselor.

MARK YOUR ESTIMATION ON THIS SCALE

EXAMPLE





STUDENT EVALUATION FORM

TO _____ FROM _____
(Teacher)

DATE _____

_____ is under counseling for the purpose of
(Student)
improving his/her adjustment to the school setting.

This is a research project, and in our attempts to help problem-oriented students, data must be collected on the students involved in the project.

Mr. Arthur Wood is the counselor directly involved with the project and he will appreciate your cooperation. This involves the observance of any behavior and attitude changes which are taking place with the above student in your classroom. Data will be analyzed at the end of the year to determine whether teacher-counselor cooperation has any effect on school behavior problems of the above student in your classroom. Your present and future cooperation is most appreciated and helpful.

Student _____ Subject _____
Period _____ Room No. _____
Teacher _____ Return to _____

Check the appropriate attitudes and behavior of the above named student.

Attitude Toward Teacher: Willingness to take and carry out orders and requests without protests.

_____ Resents
_____ Accepts with resistance
_____ Appears to accept reasonably well
_____ Understands and cooperates

Attitude Toward Subject: Willingness to accept and learn the necessary materials.

_____ Resists learning
_____ Accepts material only under pressure
_____ Accepts material if sees advantage
_____ Willingly accepts material
_____ Seeks additional material

Behavior In Class: Actions and conduct of student

_____ Openly misbehaves and causes disturbances
_____ Reluctant to follow classroom rules
_____ Ordinarily well behaved
_____ Always well behaved
_____ Stimulates class toward ideal behavior

Please feel free to make any comments that you wish.

QUESTIONNAIRE - IA (Inactive)

	Agree	Undecided	Disagree
	(Please circle appropriate letter)		
1. The school has done its best to help me get an education.	A	U	D
2. Talking things over with the counselor has helped me look at school in a different light.	A	U	D
3. I think the special counseling program has helped me to stay in school and continue to work for a diploma.	A	U	D
4. I think I will get more out of school now that I have talked with the counselor about my problems.	A	U	D
5. Talking with the counselor was personally more beneficial than the discipline given by the school.	A	U	D
6. I think I have a better chance of earning a diploma now than I did before counseling.	A	U	D
7. I still do the same thing I was disciplined for.	A	U	D
8. I think I can plan my future better since counseling.	A	U	D
9. I feel that, if I had had problem counseling previously, my school work would have been better.	A	U	D
10. I expect my grades to improve because of the counselor's efforts in working with me.	A	U	D
11. I think I want a high school education more now than I did before problem counseling sessions.	A	U	D
12. The counselor was truly interested in me and my problems.	A	U	D
13. The counselor encouraged me to talk about my concerns.	A	U	D
14. He helped me see things in a new light.	A	U	D
15. I think problem counseling would be the greatest benefit in the _____ grade.			
16. The things that the school should do to help students are. . .			
17. Things that school counselors should do to help students are . .			
18. My parents' feeling toward the counseling I have had is			

THANK YOU FOR YOUR TIME AND COOPERATION

SECOND REFERRAL QUESTIONNAIRE

DIRECTIONS: Before each item there is a "Y", a "DK", and "N". If you agree with the statement circle the "Y". If you disagree circle the "N". If you are undecided in your feelings about the statement circle the "DK". Please answer each statement and circle one response only for each statement.

Y DK N 1. Was it completely your fault that you got into trouble again?
Y DK N 2. Were other persons responsible for you getting into trouble?
Y DK N 3. Is there any relationship between your first time in trouble this year and this second time?
Y DK N 4. Do you think you would have gotten into trouble if you were doing better in school work?
Y DK N 5. Do you think behavior and achievement in school go hand-in-hand?
Y DK N 6. If you were doing better in school work, would you probably behave better?
Y DK N 7. If you behaved better in school, would you probably do better school work?
Y DK N 8. Do you sometimes get into trouble just by clowning?
Y DK N 9. Could you avoid getting into trouble if you really tried?
Y DK N 10. Do you think you are a little different from the typical Altoona High School student?
Y DK N 11. Do you find it hard to stay out of trouble in school?
Y DK N 12. Do you feel that it's sort of fun being in trouble in school?
Y DK N 13. Do other kids look down on you because you get into trouble?
Y DK N 14. Do you feel that you don't mean to misbehave; it just happens?
Y DK N 15. Do you sometimes misbehave to tease teachers, principals, etc.?
Y DK N 16. Do you feel that you can change your behavior any time you choose?
Y DK N 17. Do you feel that your behavior is one way you express how you feel?
Y DK N 18. Do you really care what people think of you?
Y DK N 19. Do you feel that people really don't understand you?
Y DK N 20. Do you care what happens to you?
Y DK N 21. Do you feel that you let others down by getting into trouble again?
Y DK N 22. Does getting into trouble again bother you?
Y DK N 23. Are you really disappointed in yourself for the way you misbehave?
Y DK N 24. Do you wish you could change the way you act?
Y DK N 25. Would you like to behave much better?

Y DK N 26. Do you feel that you let yourself down by getting into trouble again?
Y DK N 27. Do you consider yourself a failure?
Y DK N 28. Do you think that you are average or above in intelligence?
Y DK N 29. Are you capable of being a good student?
Y DK N 30. Are you a good student?
Y DK N 31. Can you be very nasty if you choose to?
Y DK N 32. Do you seem to be in trouble everywhere - home, school, with friends, etc.?
Y DK N 33. Do you seem to be in trouble all the time?
Y DK N 34. Do you really understand how you get into trouble?
Y DK N 35. Do you know why you behave as you do?
Y DK N 36. Do you wish you could understand yourself better?
Y DK N 37. Do you wish that other people would try to understand you better?

The following people don't seem to understand me.
(Please check)

_____ everyone
_____ teachers
_____ parents
_____ friends
_____ girl or boy friend

THANK YOU FOR YOUR TIME AND COOPERATION

FINAL STUDENT QUESTIONNAIRE

We are trying to learn something about student's feelings toward discipline in the Altoona Area High School. We appreciate your cooperation in the project.

On the following items please circle the "Y" if your response to the statement is Yes and circle the "N" if your response is No.

Please make only one response to each item.

Do not sign your name. This is an anonymous questionnaire. Just feel free to respond exactly as you feel toward each item.

Y N 1. Do you feel that <u>many</u> school employees try to help students avoid trouble in school?

Y N 2. Do you feel that <u>any</u> school employees try to help students avoid trouble in school?

Y N 3. Do you think the rules for students in the Altoona Area High School are outdated?

Y N 4. Do you think that most students in the Altoona Area High School know what the actual school rules are?

Y N 5. Are the rules for the Altoona student body appropriate for present day standards?

Y N 6. Do you think that clearer explanations of "do's" and "don'ts" are needed in the Altoona Area High School?

Y N 7. Do you feel that every student is treated equally under the present disciplinary system?

Y N 8. Do you feel that sterner disciplinary measures would make our school a better school?

Y N 9. Do you feel that discipline is administered fairly in our high school?

Y N 10. Do you feel that too many students get away with breaking school rules under the present system?

Y N 11. Do you feel that discipline should be more rigidly enforced in the Altoona Area High School?

Y N 12. Do you think that a strong disciplinary system alone can stop students from breaking school rules?

Y N 13. Does the fear of disciplinary action help you avoid getting into trouble in school?

Y N 14. Do you feel that students who are in trouble in school need intensive counseling relative to their problems?

Y N 15. Do you feel that students should be disciplined for breaking school rules relative to smoking?

Y N 16. Do you feel that schools should prohibit smoking in and around school?

Y N 17. If you were ever in trouble in high school, did you feel that any people were available to help you if you wanted help?

Y N 18. Do you think that school officials expect students to behave and not need anyone with whom to talk over behavioral problems?

Y N 19. Do you feel that students really need counseling when they are in trouble?

Y N 20. Do you feel that school counselors are available for all students to talk with about any subject?

FINAL STUDENT QUESTIONNAIRE (continued)

Y N 21. Do you feel that more should be done in the Altoona Area High School to help those students who continually find themselves in trouble?

Y N 22. Do you feel that teachers are more helpful than guidance counselors are, just "to talk to"?

Y N 23. Do you feel that counselors are the persons who administer the disciplinary program in school?

Y N 24. Does the school provide anyone for students to talk to when they have behavior problems?

Y N 25. If there were problems you wished to talk over in school is there a definite person to whom you would go?

Y N 26. Do you feel that there was always someone available in the high school to talk to if you had problems to talk over?

Y N 27. Do you feel there is someone in school who could really help you regardless of the kind of problem or trouble involved?

THANK YOU AGAIN FOR YOUR TIME AND COOPERATION

TEACHER EVALUATION

To _____ From _____
Date _____

You have the following students who were counseled for the purpose of improving his/her adjustment to the school setting:

_____ _____
_____ _____
_____ _____

Will you please complete the following questionnaire pertaining to the general adjustment of these students and to your feelings concerning the effectiveness of the project.

Please feel free to make comments about students, project, counselor, etc. If you wish you may remove this cover sheet before returning.

FINAL TEACHER QUESTIONNAIRE

On the following items please circle the "Y" if your response to the statement is Yes and circle the "N" if your response is No.

Please make only one response to each item. Feel free to respond exactly as you feel toward each item.

Y N 1. Do you feel that this project, which had a counselor working only with a referred group of disciplinary cases, was beneficial to these students?

Y N 2. Do you feel that project activities supplied you with any information of value?

Y N 3. Do you feel that the teacher should have been consulted more often concerning certain students?

Y N 4. Do you feel that you have received any information about a student which was beneficial to you in bettering your relationship with the student?

Y N 5. Did you feel free to ask Mr. Wood for information about a student?

Y N 6. Do you feel that the counselor (Mr. Wood) was interested in the student?

Y N 7. Do you feel that the counselor cooperated with you to your satisfaction?

Y N 8. From what you know of the project--do you feel it was of any benefit to the students involved?

Y N 9. Was the project of any benefit to the teachers involved?

Y N 10. Do you feel that the project did anything to improve the student-teacher understanding?

Y N 11. Do you feel that it would be more beneficial for a discipline counselor to work with all teacher referrals rather than with suspended students only?

Y N 12. Do you feel that some of the students involved in the project were beyond the stage where effective counseling might be done?

Y N 13. Do you feel that some of these students would not be in difficulty today if they had been worked with more intensely earlier in their school career?

Y N 14. Do you feel that the high school disciplinary system has done its best to maintain appropriate behavior?
Y N 15. Do you feel that a school system with its present programs is capable of meeting the needs of all of its entering students?
Y N 16. Do you think that all potential dropouts can be saved?
Y N 17. Do you feel that this project has been effective in helping students accept more appropriate school behavior standards?
Y N 18. Do you think that the project was of any benefit to the disciplinary process?
Y N 19. Do you feel that project activities did anything to improve the effectiveness of the disciplinary treatment of students?
Y N 20. Do you feel that project activities did anything to improve the disciplinary process itself?

In the few remaining items choose one of the following responses which best describes your experience with those students in your classes who were in this experimental project.

(A) Yes with all of them
(B) Yes with most of them
(C) Yes with some of them
(D) No

___ 21. Would you say that the special attention extended to these students had a noticeable effect on their classroom behavior? (Choose appropriate letter and write it on the line in front of this number).
___ 22. Do you feel that the increased counseling given these students brought about improved attitudes toward the teacher?
___ 23. Do you feel that the extra counseling brought about improved attitudes toward subjects?
___ 24. Do you feel that the extra counseling brought about a better degree of student cooperation with you?
___ 25. Do you feel that the project counseling has helped these students make better adjustments to school?
___ 26. Do you feel that counseling has helped these students work more effectively with classmates?
___ 27. Do you feel that counseling has helped these students become more cooperative with others?

Please feel free to make any comments you wish relative to this project.

THANK YOU FOR YOUR TIME AND COOPERATION
YOUR EFFORTS ARE DEEPLY APPRECIATED

DESCRIPTION OF TRAITS MEASURED ON THE CALIFORNIA TEST OF PERSONALITY

The following is reproduced from the examiner's manual of the California Test of Personality.

Personal Adjustment Scales

Self Reliance - An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.

Sense of Personal Worth - An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.

Sense of Personal Freedom - An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

Feeling of Belonging - An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.

Withdrawing Tendencies - The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

Nervous Symptoms - The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

Social Adjustment Scales

Social Standards - The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.

DESCRIPTION OF TRAITS (continued)

Social Skills - An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.

Anti-social Tendencies - An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

Family Relations - The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.

School Relations - The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

Community Relations - The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.